MATHS PLANS

LEVEL 5

TERM 1

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Level 5 Term 1 Week 1 Day 1	Lesson Plan

Objective: Students will be able to write the numbers

Activity: written work

Material: Chart paper of Pakistan place value | Blank papers | pencils

Procedure:

Warm up: Ask questions

- How many tens make 100?
- How many 100 make 1000?
- How many 1000 make 100000?
- What is largest 6 digit number?

Explain: (See page 7 from book for explain)

- Paste chart on board (largest 6 digit number written on it)
- Add '1' in largest 6 digit number which give '10,000.00'

Group work: Each group draw the same chart on loose sheets, Now make numbers groups. Give names to each group, like

Lacs		Thousands		Units		
	9	9	9	9	9	9
1	0	0	0	0	0	0

Explanation: Now explain that we cannot write a number in this form out the time so we put commas to show the groups.

Wrap up: Write these questions on the board and ask students to tell orally.

- 40,00,000
- 48,00,000
- 3,11,96,24
- 60,301,50
- 95,00,463

Level 5
Term 1
Week 1
Day 2

Lesson Plan

Objective: Students will be able to write the 7 digit number names and write the numbers, placing commas correctly.

Activity: Written work

Material: as used in day 1

Procedure:

Warm up: Give brief explanation of concept ask students to open their notebooks and write 3 questions from each exercise from count down book page 7 exercise A, B, C and D.

Wrap up: Home work, give questions from each exercise A, B, C and D.

Title - Place Value the "Dice" Way
By - Melanie
Primary Subject - Math
Grade Level - 3

This is a fun way to get kids to use place value correctly in both the written and standard form. I break my kids into groups and give them a baggie containing six dice. They roll the die and arrange the numbers to make a 6-digit number. They must write that number on their paper and then also write it in words. Then, they take away a die and roll again to make a 5-digit number. The process continues until they just write a one-digit number. For example, if they rolled 4 dice and got the numbers 498 and 7, then they could write the number 4,987 and then write it in word form: four thousand nine hundred eighty seven. It is a fun way for them to practice those place value skills as well as reading and writing numbers.

Level 5 Term 1 Week 1 Day 3	Lesson Plan

Objective: Students will be able to have a concept of Pakistani and international place value.

Activity: Making Pakistani and international place value chart.

Material: Loose sheets, chart paper with both systems drawn on.

Procedure:

Warm up:

- How we write a number 4385962 to show the groups.
- What we call it when group it this way
- Brain storming

Explanation: (See page 8 for explanation of both Pakistani and international ways of place value)

- Paste chart on board and further explain it
- Ask students to draw the same chart
- Give them some number to write in both ways on the chart drawn.

Home work: Exercise page 8

Level 5 Term 1 Week 1 Day 4	**Lesson Plan**

Objective: Students will be able to write numbers in Pakistani and international way.

Activity: Written work

Material: Notebook / pencils / eraser / chart

Procedure:

- Do brief explanation by using the same chart drawn before.
- Individual Work, 3 questions from exercise B, C, D of page 8.

Level 5 Term 1 Week 1 Day 5	Lesson Plan

Objective: Students will be able to do sums of place value

Activity: Written work

Material: Book / notebook / pencils

Procedure:

- Repeat same procedure of day 4.

Individual work:

- all questions of exercise A
- 2 questions from exercise B, C of page 9

Home work: Assessment of page 6, 7

Level 5 **Term 1** **Week 2** **Day 1**	**Lesson Plan**

Objective: To assess the student's concept of previous week.

Activity: Written work

Material: Notebooks / pencils

Procedure:

Questions decided by the teachers.

Level 5 Term 1 Week 2 Day 2	**Lesson Plan**

Objective: Students will be able to write 7 digit numbers in expanded form.

Activity: Arrange them in ascending order to write the predecessor of the number.

Material: note book

Procedure:

- Explanation of the concept like 6,482,113
- Explain them, this number in international way place value that in this number there one 6,000,000 means six millions 400,000 + 80,000 + 2,00 + 100 + 10 + 3. This is expended form of a number because when we add above number together then we find same number again.
- Similarly Pakistan way in expanded form
- Explain briefly ascending order for writing numbers
- Explain briefly the concept of predecesser

Homework: Exercise E page 9

Level 5 Term 1 Week 2 Day 3	Lesson Plan

Objective: Students will be able to solve given exercise.

Activity: Written work

Material: notebook / pencils

Procedure:

Warm up:

- Brief explanation of the concept
- Demonstration with 1 example of each.

Individual work: written work of exercise D and F

Homework: None

Level 5 Term 1 Week 2 Day 4	**Lesson Plan**

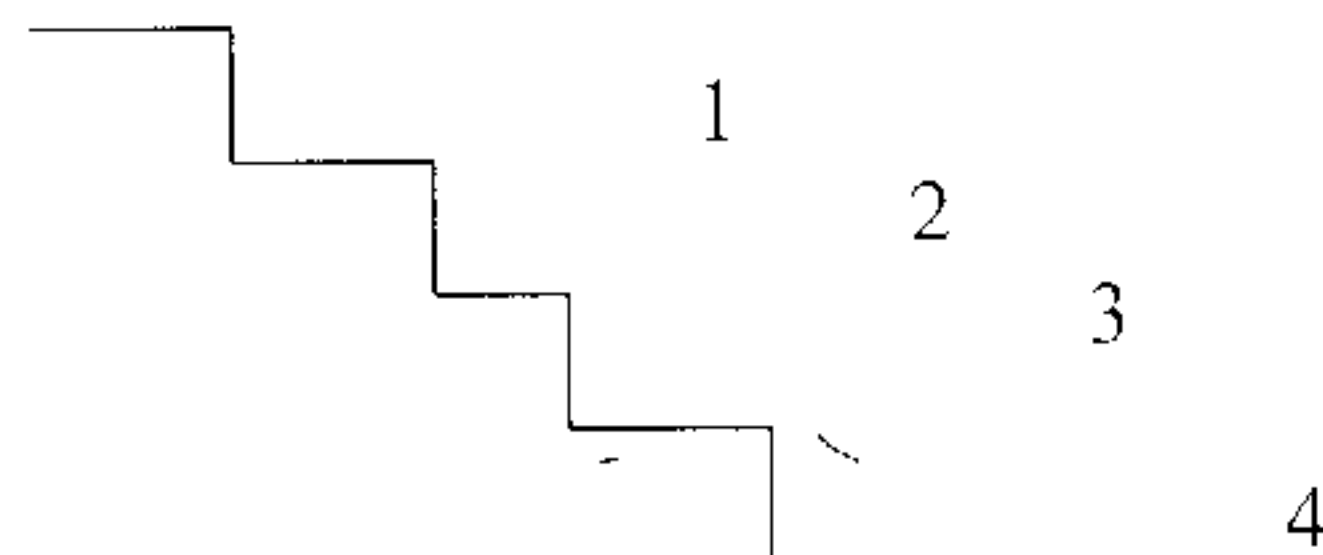
Objective: Students will be able to have a concept of descending order and >, <, = s

Activity: Drawing stairs to show descending order.

Material: Chart paper on which stairs are drawn to show descending order.

Procedure:

- Paste the chart on the board. Take 4 pieces of a paper on which write these numbers   15, 00,629   15, 00,962   15, 00,266   15, 00,269

- Make stairs on the chart as shown.

- Call 4 students one by one to find largest, second largest and similarly till smallest and they paste each number at its proper place like largest to the 1 number step...... smaller on the 4 number.

Explain:

- The way we go from high to low is called descending order.
- To find descending order go from last to the first end of a number like (last 15, 00,629 first).
- Now give students exercise C 1 – 5 pages 10

Solution:

Follow up: homework exercise D page 10.

Level 5 Term 1 Week 2 Day 5	**Lesson Plan**

Objective: Students will be able to have a concept of 8 digit number.

Activity: Same procedure as about 7 digit number.

Task: Solution of exercise A, B page 11

Homework: Assessment of page 9 and 10.

Level 5 Term 1 Week 3 Day 1	Lesson Plan

Objective: To assess the student's concepts of previous week.

Activity: Assessment

Material: Notebooks / pencils

Procedure: Assessment decided by teacher.

Homework: page 12 all exercise on books.

Next day Lesson:

Class work: p#12 Exercise D and C

H.W:- Q# 4 and 5 from Exe C, Q# 2 and [illegible] from [illegible] D

Next day Lesson:

Class work: p#12 Exercise E.

Level 5 **Term 1** **Week 3** **Day 2**	**Lesson Plan**

Objective: Students will be able to have a concept about 8 digit number (1 crore = ten millions)

Procedure: Same as in 7 digit number
Explain all the stops used to explain 7 digit numbers.

Class work: Exercise A and C page 13

Home work: Exercise B page 13

Level 5 Term 1 Week 3 Day 3	**Lesson Plan**

Objective: Students will be able to have a concept of 8 digit number place value.

Procedure: Same procedure used in 7 digit numbers for explanation.

Class work: Exercise A, B (3 questions form each) page 14

Home work: Exercise C page 14

Level 5 Term 1 Week 3 Day 4	**Lesson Plan**

Objective: Students will be able to add 7 digit numbers 8 digit numbers.

Activity: Practicing sums.

Material: Notebooks / pencils

Procedure:

- Explanation of the concept
- Demonstration with examples
- Call some students to solve sum on board.

Class work: Individual work, exercise A page 16.

Homework: None

Level 5 **Term 1** **Week 3** **Day 5**	**Lesson Plan**

Objective: Students will be able to do addition of 7 and 8 digit numbers

Procedure: Follow same procedure as in day 4.

Class work: Questions 1 – 5 of exerciser B
Questions 1 – 5 exercise C page 16

Homework: Assessment of concepts. ✓

Level 5
Term 1
Week 4
Day 1

Lesson Plan

Objective: To assess how much students learn about topic. To make students practice the topic

Activity: Assessment / written work

Material: Notebooks / pencils

Procedure: Assessment will be taken.

Level 5 Term 1 Week 4 Day 2	**Lesson Plan**

Objective: Students will be able to solve given subtraction questions.

Activity: Discussion + solution of questions.

Material: Notebooks / pencils

Mathematical language: Take away, left, most, less, ones, tens, hundreds, change

Procedure:

Warm up: Ask these questions for warm up

9-4 = 5, 10-6 = 4, 11-5 = 6, 21-7 = 14, 35-4 = 31

Call volunteers to solve some questions from page 17 on the board and check.

- Are they feeling some problem?
- If yes, then what are the problems?
- Explain at the same time.

Explain these steps for subtraction.

- Write a number and ask students to read digits names like 1,496.953
- Write whole question and say digits names
- We are always careful with our columns e-g subtract unit from unit, ten from ten.....
- Always record your changing

Class work: Exercise A (1 – 5) page 17

Follow up: Homework exercise A questions (6 – 10) page 17.

Level 5 Term 1 Week 4 Day 3	**Lesson Plan**

Objective: Students will be able to solve given subtraction question

Activity: Written work

Material: Notebooks / pencils

Procedure: Use the procedure given in term 1

- Week 4 day 2;
- with little explanation that 7 less then 12 means 12-7, and also subtract 7 from 12 means same 12-7
- See page 17 to write more questions for further explanation.

Class work: Page 17 exercise B, D

If students are unable to complete their class work then say them to complete their class work at homes.

Level 5 Term 1 Week 4 Day 4	**Lesson Plan**

Objective: Students will be able to solve subtraction questions given on page 17.

Activity: Explanation + solution of exercise C page 17

Material: Notebooks / pencils

Procedure: See term 1, week 4 and day 2 for explanation

Class work: Exercise C (1 – 5) page 17

Warp up: homework, exercise C (6 – 10) page 17

Level 5 Term 1 Week 4 Day 5	**Lesson Plan**

Objective: Students will be able a concept of statement questions.

Activity: Group activity to find the difference of population between different provinces

Material: Strips of chart paper with written population of different areas of Pakistan.

Procedure:

- Make six groups of students.
- Give these names to each group
  - Balochistan
  - Fata
  - Islamabad
  - NWFP
  - Punjab
  - Sindh
- Teacher make 6 strips like this balochistan 4,332,376 (see page 18 for making all the 6 strips)
- Give each strip to related group
- Make all groups to tell their number of population respectively.
- Now join group Sindh and NWFP together and make them to find how many more people live in sindh then in NWFP.

Repeat same procedure for question 2 – 5 given page 18

Wrap up: Assessment page 17

Level 5
Term 1
Week 5
Day 1

Lesson Plan

Objective: To assess how much students gain from page 17

Activity: Assessment

Material: Notebooks / pencils

Procedure: Class work, Students will give assessment.

Level 5 Term 1 Week 5 Day 2	**Lesson Plan**

Objective: Students will be able to have a concept about rounding of.

Activity: Explanation / written work

Material: Two charts with the two tables of rounding off shown in page 19, 20 (nearest to 10, 100), Notebooks / pencils or pen.

Procedure:

- For warm up ask age of each student from the class.
- Teacher note some ages which are same on the board.
- Now say you did not answer 10 years, 4 months, 12 days, 15 hours, 3 minutes and 23 seconds. So, you have rounded of your age to the nearest year.
- Display chart of rounding off nearest to the 10
- , and explain that a car has covered a distance of 63 meters so we can say that car has covered about 60 meters' distance if there is 67, then we can say it covered 70 meters. It is said rounding off to the nearest 10.
- Display the other chart which will show rounding off nearest to 100 and explain in the same way explained above.

Class work: Exercise A, B page 19

Warp up: Homework, exercise A page 20

Level 5 Term 1 Week 5 Day 3	**Lesson Plan**

Objective: Students will be able to round off nearest 1,000

Activity: Explanation / written work

Material: Chart with the table of rounding off nearest to 1,000 shown on page 20.

Procedure: Use the procedure of day 2, week 5 and term 1 for explanation.

Class work: Page 20 exercise B and C

Warp up: page 20 exercise D.

Level 5 Term 1 Week 5 Day 4	**Lesson Plan**

Objective: Students will be able to round off nearest to 10, 100 and 1000.

Activity: Rounding off time, height, ages etc.

Material: Chart which are already used before, A wall clock, 6 blank papers.

Procedure:

- Follow the procedure of previous days and use clock for explanation of exercise A page 21 and move needles / hands of clock to explain all the question from exercise A.
- Make 5 groups in class.
- Give blank page to each group.
- Give exercise A to one group exercise B to 2nd......... exercise E to 5th group and say each group to solve given exercise.
- Display work of each group in the class (paste these pages on the wall)

Level 5 Term 1 Week 5 Day 5	**Lesson Plan**

Objective: To revise the concept of rounding off the numbers.

Activity: Written work

Material: Notebooks / pencils / pens.

Procedure:

Warm up: What did we do yesterday? Brief explanation

Class work: Exercise A, E

Wrap up: Homework, Assessment of page 19 – 21

Level 5 Term 1 Week 6 Day 1	**Lesson Plan**

Objective: To assess how much students learn about rounding off the number.

Activity: Assessment

Material: Notebooks / pencils / pens.

Procedure: Students will give assessment in their notebooks.

Level 5 **Term 1** **Week 6** **Day 2**	**Lesson Plan**

Objective: To teach rounding off the numbers nearest to 100,000; 1,000,000

Activity: Explanation + written work

Material: Charts with the tables which show rounding off nearest to 100,000 and 1,000,000, notebooks + pencils

Procedure:

Warm up: See week 5, day 2 and 3, term 1 for explanation.

Class work: Exercise B page 22

Wrap up: Homework, exercise A page 22.

Level 5
Term 1
Week 6
Day 3

Lesson Plan

Objective: To teach more about rounding off, practicing rounding off.

Activity: Written work

Material: Same used on day 2, wee k6 and term 1

Procedure:

Warm up: Same done on day 2 : week 6, term 1.

Class work: Exercise C in books
Exercise D in notebooks if time is available page 22.

Level 5
Term 1
Week 6
Day 4

Lesson Plan

Objective: Practicing rounding off

Activity: Drawing the table of rounding off nearest to 10........1,000,000.

Material: Chart papers

Procedure:

- See the table on page 22 for explanation. Teacher draw same table on the board and explain.
- Make four groups and give chart to each group.
- Give them a number and ask them to make tables same like explained on the board.

Level 5 Term 1 Week 6 Day 5	**Lesson Plan**

Objective: To teach more work with bigger numbers (multiplication)

Activity: Explanation + discussion + written work

Material: Notebooks / pencils

Procedure:

Warm up:

- Ask this questions 2 x 6 = , 2 x 9 = , 9 x 2 = , 8 x 7 =
- Teacher write this question on the board 5,983 x 475 = . and ask a student to solve it. Teacher may help if student feel any difficulty.
- Now explain the following.
    - 5983 x 5 multiply 5983 with unit (5)
    - 5983 x 70 multiply 5983 with 70 (7 tens)
    - 5983 x 400 multiply 5983 with 400 (4 hundreds)
    - Add the products.
- Give more examples.

Class work: Exercise A page 23

Wrap up: Assessment of page 21, 22

Level 5
Term 1
Week 7
Day 1

Lesson Plan

Objective: To assess students' learning about rounding off.

Activity: Assessment

Material: Notebooks / pencils

Procedure: Students will give assessment.

Level 5
Term 1
Week 7
Day 2

Lesson Plan

Objective: To teach more and practicing multiplication.

Activity: Written work

Material: Notebook / pencils

Procedure: Follow the procedure of week 6, day 5, term 1.

Class work: Exercise B (1 – 5)

Homework: Exercise B (6 – 10) page 23

Level 5 Term 1 Week 7 Day 3	**Lesson Plan**

Objective: To teach more about multiplication

Activity: Written work

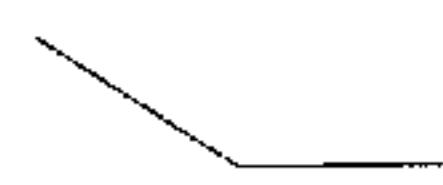
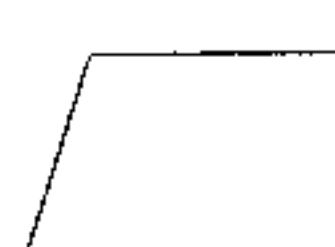
Material: Notebooks / pencils.

Procedure:

Warm up: Same procedure and explanation used on Day 2, week 7, day 5, week 6, and term 1.

Class work: Exercise C page 23

Level 5 Term 1 Week 7 Day 4	Lesson Plan

Objective: To discuss about basic concept of angles. To tell types of angles from page 119

Activity: Explanation + written work

Material: Model of angles (procedure is written at the end of day 4 planning. Teacher must prepare it before coming in the class)

Procedure:

Warm up: Give examples from class regalia e-g how many line segments a board has? And where do they meet?

Explain: Two lines make a figure when these join together this figure is called an angle so the board has four 4 angles. Then use "angle model" to revise the types of angles.

- Right angle = 90° angle
- Actual angle = less than 90° angle.
- Obtuse angle = more than 90° angle.
- Straight angle = 180° angle.
- Reflex angle = more than 180° angle.

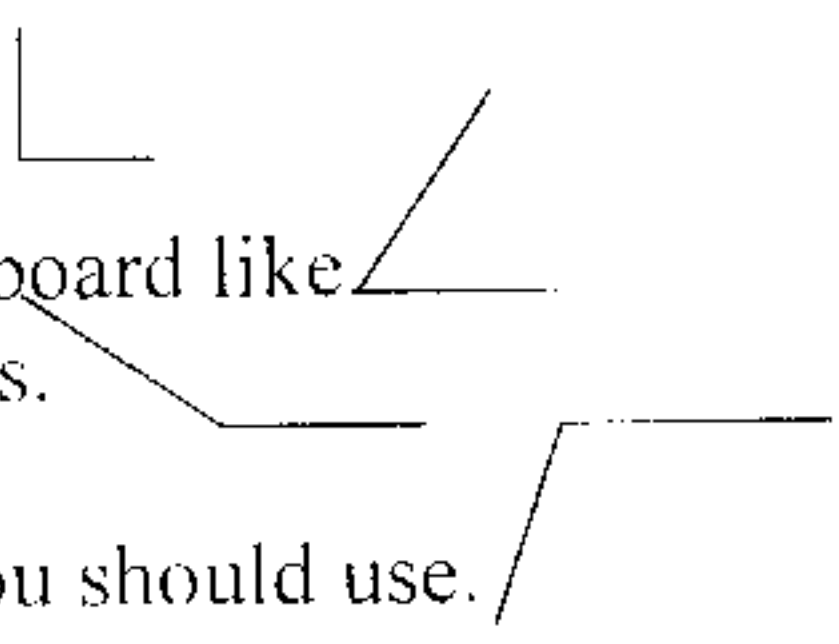
Class work: Exercise A, C, D

Warp up: Homework, exercise B page 119.

Procedure of making model:

Material: Hard chart, thumb pin, markers.

- Draw a big circle on hard chart. Cut its little part to make needles like clock's hands fix these hands on the chart by thumb pin. draw & write like this.

Level 5
Term 1
Week 7
Day 5

Lesson Plan

Objective: Students will be able to solve exercise from page 120 (measuring angles)

Activity: Measuring and drawing angles.

Material: Jumbo geometry box if available, otherewise make groups and use ordinary protector and scale for explanation.

Procedure:

Warm up: Teacher draw some angles on the board like
Ask some students one by one to measure these angles.

Explain: Which row of markings on the protractor you should use.

Class work: Exercise A, C page 120

Warp up: Homework, exercise B page 120.